

- Which character in your book would you most like to be? Talk about your answer.
- Finish this idea: "I love the way the author..." Give examples to support your opinion.
- How did the book make you feel? Explain.
- Who else should read your book and why? Who shouldn't read your book and why?
- Write a letter to someone telling them about your book and your opinion of it.
- Write a telephone answering machine message for a character in your book.
- Construct a time line to fit your story. Include all the main events.
- What book will you read next and why?
- Compare this book to another / others by the same author. What is similar about them and what is different?
- Write a book review for a book you have / have not enjoyed.
- Write your own blurb for a book you have read.
- Design a cover for a book you have read.
- Draw a cartoon strip of the main events from the book.
- Talk about several different possible outcomes for your book.
- Write a newspaper article for one of the events in your book.
- Write a diary entry for one of the characters in your book.
- Write a letter to a problem page as if you were one of the characters in your book. Then write a response.
- Write a summary of a book you have read that sums up the main events.
- Dear author... write a letter to the author of your book. Tell them your opinion of their book and ask them any questions that you would want answering about the book or about what it is like to be an author.
- Re-write a part of your book from a different character's point of view.
- Write a telephone conversation between two characters from the book.
- Write a telephone conversation between you and one of the characters from the book.
- Draw a poster advertising the book. Make sure you write on the poster why people should read it.
- Picture your favourite part of the book. Write what is happening in the picture and say why you chose this bit of the book.
- Make up a wordsearch or a crossword for the book.
- Make up three questions that you would ask to check if someone had read the book carefully.

- Identify as many adjectives as you can from a chapter of the book.
- Identify as many verbs as you can from a chapter of the book.
- Identify as many adverbs as you can from a chapter of the book.
- Find new vocabulary (words) that you do not really know the meaning of and write them in your book with the meaning next to them. Use a dictionary to find out the definition of the words.

But remember, above all, learning to read should be:

Fun **Interesting**
Relaxing **Regular**
Enjoyable **Age-appropriate**

'The more you read, the more things you will know.
The more that you learn, the more places you'll go.'

Dr Seuss

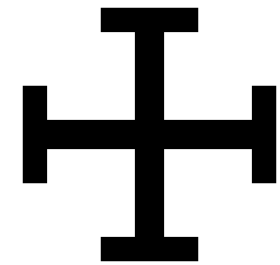
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Help with Reading



KS 2

What do we do in school?

Firstly, it is important to recognise that each child has different needs and will be provided with activities and experiences appropriate for that need.

Each junior class may organise groups and activities differently, according to the nature of a cohort and timetable organisation.

The following teaching methods will be used:

- One-to-one reading, including questioning and discussion (usually weekly) OR
- Group reading, including questioning and discussion (usually weekly)
- Guided reading (usually weekly)

- Shared reading of a class book
- Detailed book study (as part of one term's literacy work)
- Comprehension work and sharing texts in literacy sessions
- Reading a whole range of different texts during topic study
- Spelling and phonic activities (weekly)

What is Guided Reading?

This involves a group of 4-6 pupils with similar reading and comprehension ability sharing a text. The text will have been carefully chosen by the teacher to address some specific learning objectives. Each pupil will have an individual copy of the text to read and follow.

Each pupil will have an opportunity to read to the group and all will be asked a range of different questions in response to their reading. This will cover comprehension, inference, text style and layout, text genre and purpose.

Whilst the teacher leads the group, other groups of pupils will undertake an independent task related to reading.

How can I help my child with reading?

Read with your child — no age limit!

'Reading with your child is vital. Research shows that it's the single most important thing you can do to help your child's education. It's best to read little and often, so try to put aside some time for it every day.' A source used by the BBC.

- ◆ **Schedule a regular time for reading - perhaps when you get home from school or just before bed.**
- ◆ **Look for books on topics that you know your child is interested in - maybe dragons, insects, cookery or a particular sport**
- ◆ **Make sure that children's books are easily accessible in different room around your house**
- ◆ **Visit the library as often as possible - take out CDs and DVDs as well as books.**
- ◆ **Focus on your child's fluency, accuracy and expression.**
- ◆ **Ask your child to summarise the plot or part of the plot of the story**
- ◆ **Ask questions about what has been read**
- ◆ **Ask about the characters' feelings and reactions; Look for inferred meaning**
- ◆ **Encourage your child to explore a variety of authors—visit the local library and book shops**
- ◆ **Encourage your child to read different genre and text types: *instructions, recipes, information leaflets, timetables, television guides, comics, newspapers, holiday/shopping brochures***

ACTIVITIES IN RESPONSE TO READING

(FOR CONFIDENT INDEPENDENT READERS)

- Find a descriptive word from the text and use a thesaurus to write down five synonyms and antonyms for that word.
- Re-read a chapter - pick out 10 words that you feel are powerful words and that you could use in your own writing.
- How does the story hook you in at the beginning? Find words or phrases that you feel are effective in making you want to read on.
- Draw and label a character or a setting from a description in the book.
- Choose a descriptive passage and make a list of examples of vivid imagery – similes, metaphors, alliteration, powerful verbs, adjectives and adverbs etc
- Choose a key moment in the book and change the event. Re-write the following chapter.
- Re-write a chapter as a play script.
- Think of 5 questions you would like to ask one of the characters. Talk about their answers as if you were that character.
- Identify words and phrases used to create an atmosphere, such as 'scary' or 'spookiness' 'tension' 'relaxed' etc
- Talk about what a character might be thinking or feeling at different stages of the story.
- Predict what might happen when you are part way through a book. Write your prediction in the form of a story plan in boxes.
- Talk about a memory or experience of your own that is similar to something you have read in your book.
- Make a list of questions you ask yourself as you read.
- Before you finish the book, write down your predictions for the ending. After you finish, look back and check the accuracy of your prediction.
- With an adult, pretend to interview or have a conversation between you and the main character of your book. Be sure you try to give detailed responses for the character.
- Which character in your book are you most like? Talk about your answer.
- Which character in your book are you least like? Talk about your answer.